Module 2
Learning Styles

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Module 2 Objectives

Upon completion of this module, the participant will be able to:

- Define learning

- Identify the factors that affect learning

- Define teaching

- Define the *four-step* process of teaching and learning

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- Compare the differences and similarities in learning styles across all generations

- List the characteristics of different generations of adult learners

- Identify basic adult learning rules to maximize training effectiveness

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- Explain the techniques for motivating multi-generational learners

- Define interactive instruction

- Explain interactive instruction methods

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Definition of Learning

Learning is any activity involving the senses that affects a person's ability to do something

"As we start a new school year, Mr. Smith, I just want you to know that I'm an Abstract-Sequential learner and trust that you'll conduct yourself accordingly!"

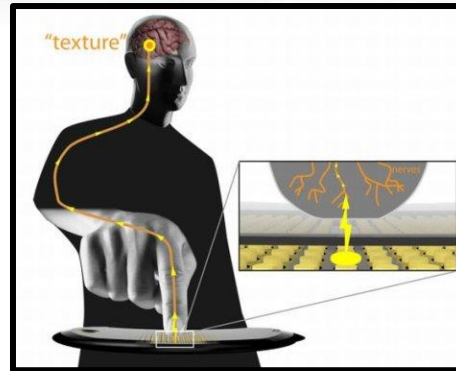The Greater Kansas City
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Involvement of the Senses

- Visual

- Verbal

- Tactile

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Active vs. Passive Learners

- You have a role in learning

- Learning is something you do on your own

- You pull knowledge, skills, or attitudes from others

- The more active you are in pulling that information, the more likely you are to learn

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Purposeful Sensory Activity

o Senses and attention are focused on learning

o Senses are free of distractions

o Learner is an active participant in the learning process

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Maximum Efficiency in Learning
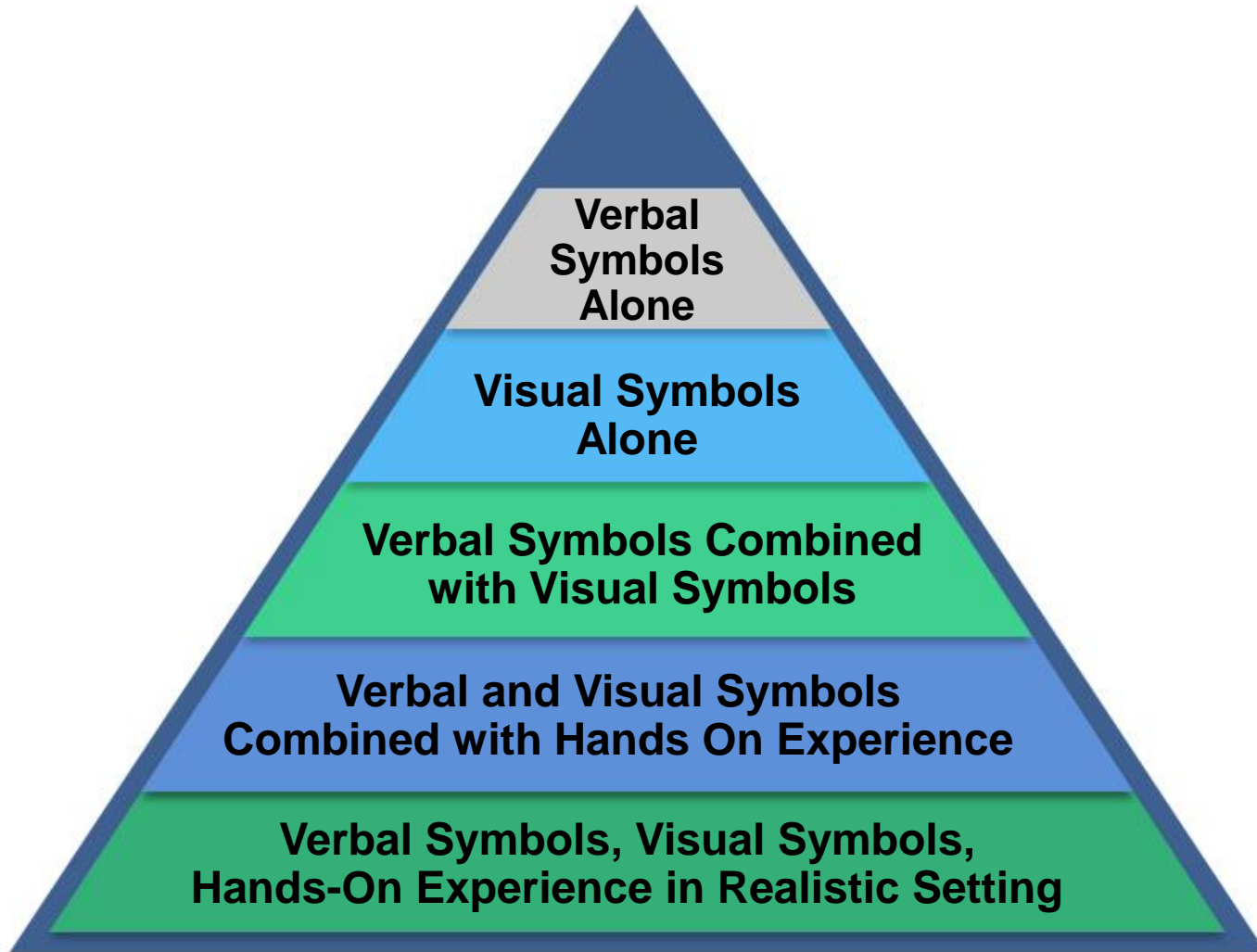
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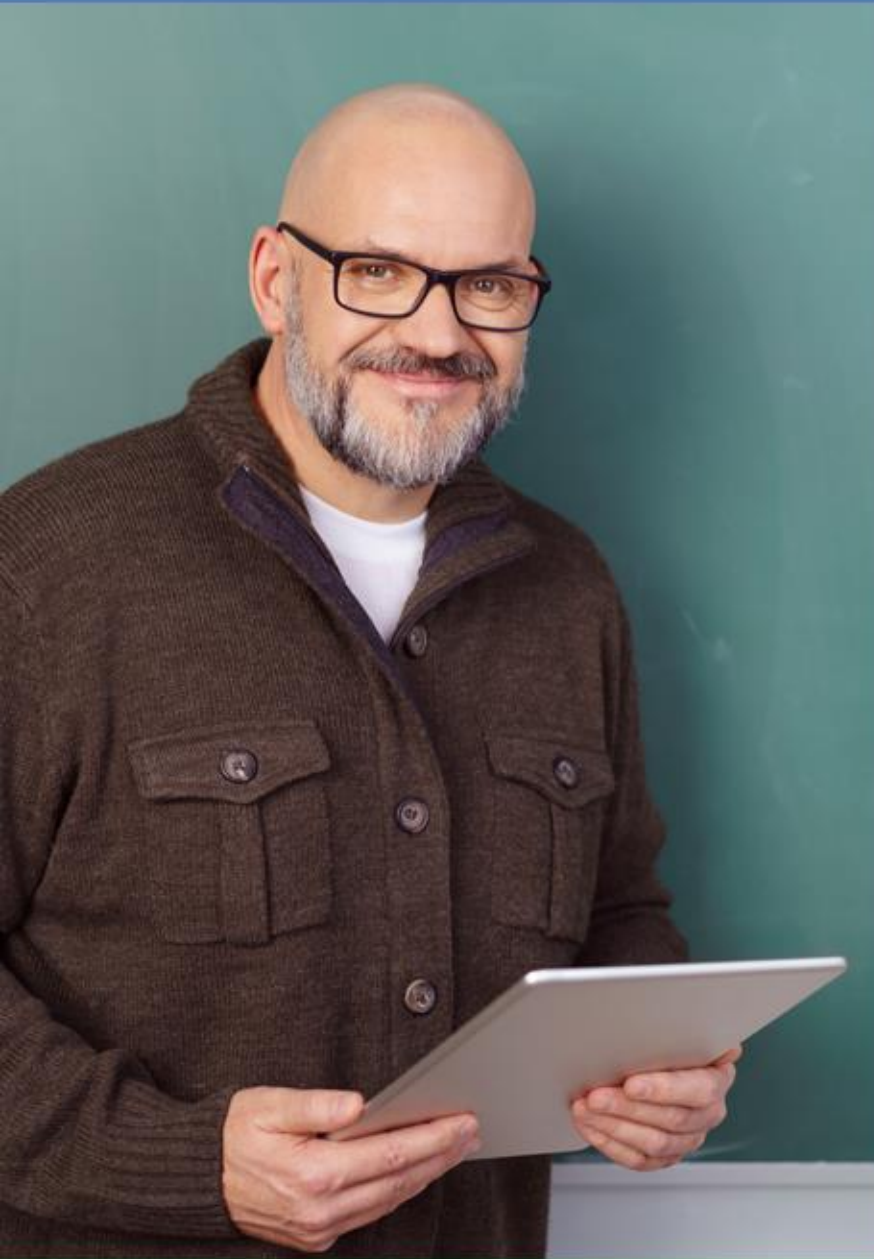*Federal Executive Board*

What is Teaching?

- Illustrating

- Guiding and Coaching

- Motivating

- Encouraging/Inspiring

- Explaining

- Mentoring

Definition of Teaching

Teaching is providing an efficient learning environment for the participant.

Cardinal Rule

At the very least, a teacher or trainer must never do anything that makes it more difficult for the participant to learn.

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- Subject matter

- Learning activities

- Physical environment

- Psychological environment

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- Preparation

- Presentation

- Coaching

- Evaluation

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Step 1: Preparation

- Let them know what they're going to learn

- Explain the benefits (WIIFM)

- Tie new information to knowledge they already have

Step 2: Presentation

- Cognitive Domain

- Affective Domain

- Psychomotor Domain

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Step 3: Coaching

- Coaching means guiding the participant in practicing the new learning

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Step 4: Evaluation

- Determine how well the participant is learning

- Occurs during the preparing to learn stage

- Occurs during and immediately after a presentation
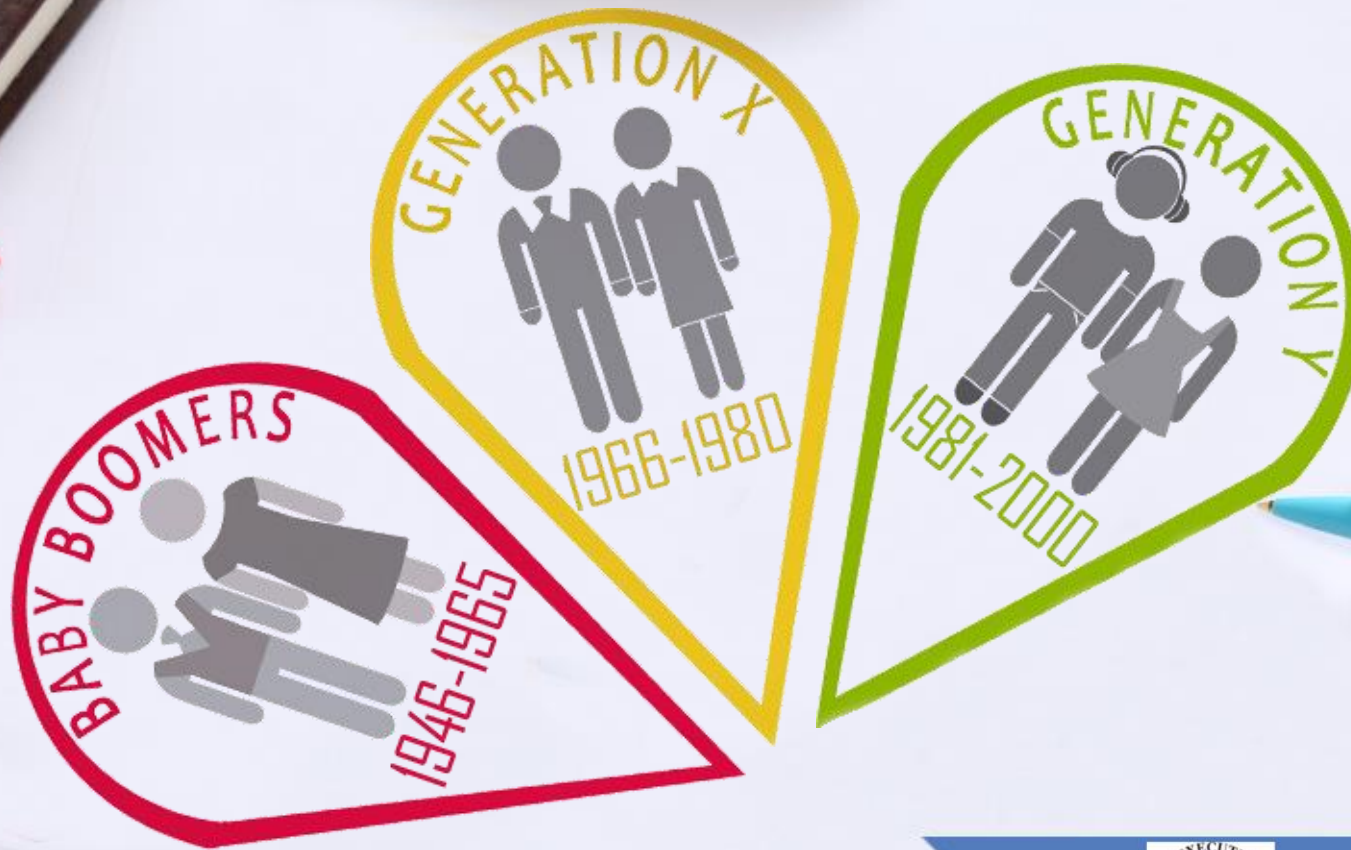
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Adults:

- Decide for themselves

- Need to validate information

- Expect immediate use

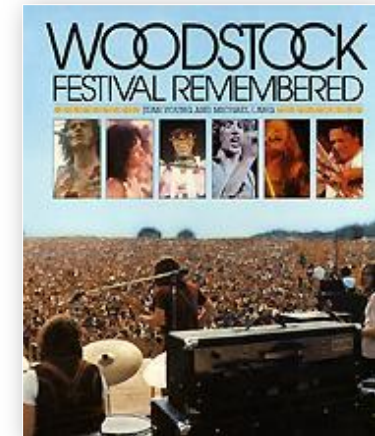- Have past experience

- Serve as a resource

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Generation Z

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- Intelligence level

- Educational background

- Prior knowledge and skills

- Aptitude

- Attitudes and interests

- Learning styles

- Cultural background

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Applying Adult Learning Principles

- Focus on relevant problems

- Ensure the learning is relevant

- Relate training to what learners already know

- Allow debate and challenge of ideas

- Encourage learners to be resources

- Respect your participants

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Techniques for Motivating Adult Learners

- Learning needs to be problem centered

- Appeal to their need for personal growth and gain

- Information integration is necessary

- Case studies and examples should be realistic

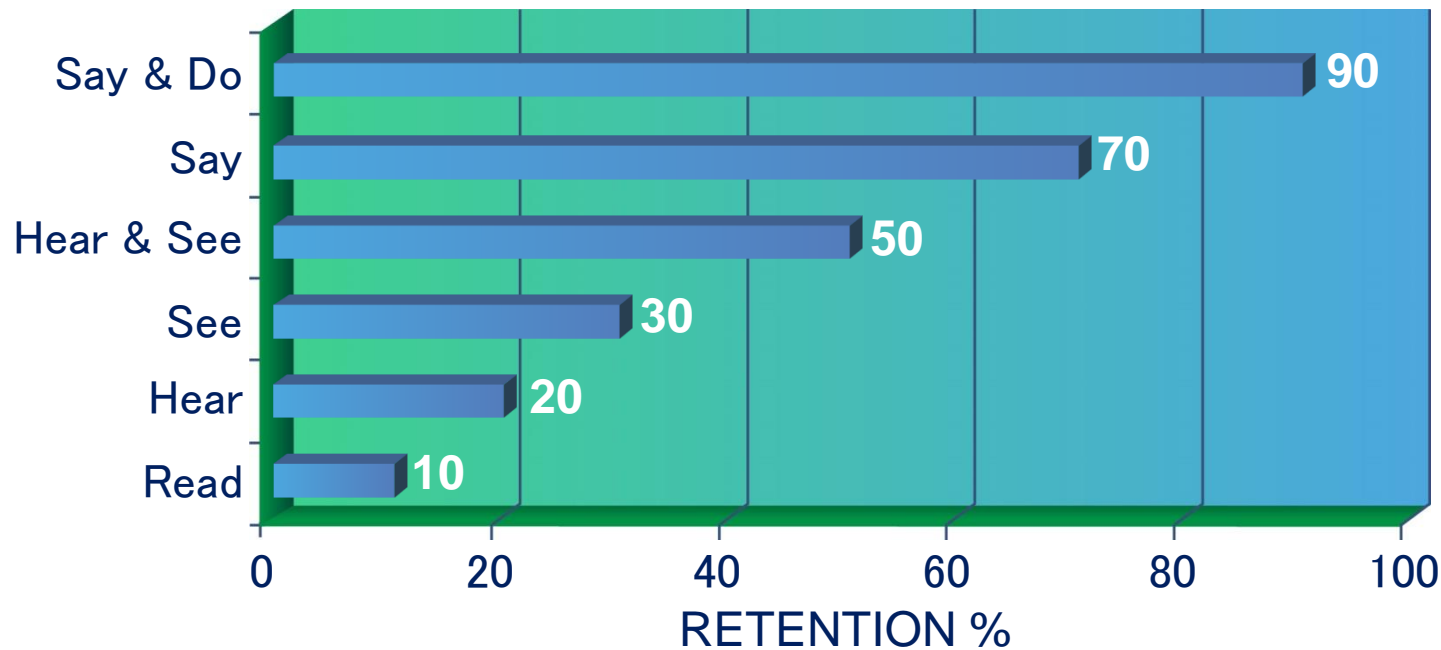- Feedback and recognition

- Account for learning style differences

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- Create a safe and comfortable environment

- Facilitate interaction

- Promote activities

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Interactive Instruction

There's more to teaching than talking to them

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Methods for Interaction

- Oral questions

- Response items

- Worksheets

- Work sessions

- Simulations/Games

- Labs

- Group discussion

- Field trips

- Brainstorming

- Study assignments

Module 2 Summary

- Define learning

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- Define the *four-step* process of teaching and learning

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Module 2 Summary (continued)

- Compare the differences and similarities in learning styles across all generations

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Module 2 Summary (continued)

- Explain the techniques for motivating multi-generational learners

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